Salisbury High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Salisbury High School
Street	1050 Kimball Road
City, State, Zip	Red Bluff, CA 96080
Phone Number	530.529.8766
Principal	Wendy Drury
Email Address	wdrury@rbhsd.org
School Website	https://shs.rbhsd.org/
County-District-School (CDS) Code	52-71639-5237151

2023-24 District Contact Information

District Name	Red Bluff Joint Union High School District
Phone Number	530-529-8700
Superintendent	Todd Brose
Email Address	tbrose@rbhsd.org
District Website	http://www.rbhsd.org/

2023-24 School Description and Mission Statement

Salisbury High School is the only continuation school as well as the only expulsion school in the Red Bluff Joint Union High School District. Salisbury High School serves approximately 120 enrolled students and 12 enrolled in the FOCUS Program, with the majority of students being at least 16 years old in grades 11 and 12. Red Bluff, California is the county seat of Tehama County and is located approximately 120 miles north-northwest of Sacramento. Red Bluff is located along the I-5 corridor and the Sacramento River runs through town. The area is predominantly a rural, agricultural area that is isolated from any large cities.

Salisbury focuses on connecting with students, creating dynamic learning opportunities and supporting SEL. This ensures all students have the tools and skills necessary to be successful students and positive members of the community. Our staff operates from a strong belief in shared responsibility. There is a sense of community and commitment to serving students. As a whole, there is appreciation for the collaborative atmosphere as it results in a sense of family, which makes Salisbury such a wonderful place and supportive school. Together, we strive to provide an educational setting that supports students in pursuing their dream of a high school diploma and a productive life after.

Hence, our school vision is to succeed by continuing to focus on connecting with students, creating dynamic learning activities and supporting SEL, which will ensure all students have the tools and skills necessary to be successful students and positive members of the community. Our Student Learning Outcomes (SLOs) are established to further the goals under the WASC Focus on Learning accreditation process. We expect that every student at Salisbury will be Self-Directed Learners, Responsible Leaders, Empowered Individuals

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	4
Grade 10	5
Grade 11	64
Grade 12	56
Total Enrollment	129

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.3%
Male	58.9%
American Indian or Alaska Native	5.4%
Asian	0.8%
Hispanic or Latino	44.2%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	2.3%
White	45.7%
English Learners	15.5%
Homeless	15.5%
Migrant	1.6%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	15.5%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.90	49.63	63.50	78.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	1.93	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.80	3.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	50.38	6.80	8.44	12115.80	4.41
Unknown	0.00	0.00	6.40	7.91	18854.30	6.86
Total Teaching Positions	8.00	100.00	81.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.70	52.18	71.00	79.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	1.49	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.80	5.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.20	47.73	7.30	8.25	11953.10	4.28
Unknown	0.00	0.00	4.60	5.16	15831.90	5.67
Total Teaching Positions	11.00	100.00	89.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.00	5.20
Total Out-of-Field Teachers	4.00	5.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Salisbury High School ensures that each pupil has his/her own copies of the Standards-aligned textbooks approved by the local governing board, and access to instructional materials in the core curriculum areas that support the school's instructional programs of reading/language arts, math, science, history/social science, health and foreign language. All textbooks are in good condition, and readily available to all students.

Year and month in which the data were collected	January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Literature, Globe Fearon, Edge Adoption Year 2005-06, 2009	No	0%
Mathematics	Geometry, AGS Adoption Year 2005-06 Consumer Math, AGS Adoption Year 2005-06 Pre-Algebra, AGS Adoption Year 2005-06	No	0%
Science	Physical science, Glencoe Adoption Year 2005-06 Biology, Glencoe Adoption Year 2005-06 Earth Science, Glencoe Adoption Year 2005-06	No	0%
History-Social Science	American Vision Adoption Year 2005-06 US History, AGS Adoption Year 2005-06 American Government, Pace Adoption Year 2005-06 World History, Globe Fearon Adoption Year 2005-06	No	0%
Foreign Language	Realidades, Prentice Hall 2004	No	0%
Health	Health Program, Globe Fearon Adoption Year 2005-06	No	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Salisbury High School's grounds are very clean and well maintained.

The following safety measures are taken to ensure our students and staff have a safe and healthy environment: we have before- and after-school campus safety supervisors watching our students, and our visitors must sign-in at the school office and receive a visitor's pass to enter the campus.

Salisbury High School has sufficient classrooms, playing fields, and staff spaces to support the teaching and learning of each student.

Salisbury High School was built in 2005. The school has three regular classrooms, a multipurpose room, a science lab with Internet access. Athletic facilities include a basketball court and soccer field.

Our District is working to expand the facilities to accommodate the growing number of students and needs Salisbury has.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	11/09/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	11	45	43	47	46
Mathematics (grades 3-8 and 11)	2	0	17	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	73	67	91.78	8.22	10.61
Female	22	21	95.45	4.55	4.76
Male	51	46	90.20	9.80	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	17.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	10	83.33	16.67	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	52	92.86	7.14	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	10	90.91	9.09	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	60	86.96	13.04	0.00
Female	21	19	90.48	9.52	0.00
Male	48	41	85.42	14.58	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	25	86.21	13.79	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	27	93.10	6.90	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	9	75.00	25.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	48	88.89	11.11	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	8	72.73	27.27	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.46	6.85	22.66	23.84	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	146	87.95	12.05	6.85
Female	75	66	88.00	12.00	9.09
Male	90	79	87.78	12.22	3.80
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	75	66	88.00	12.00	1.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	71	91.03	8.97	12.68
English Learners	20	19	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	24	18	75.00	25.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	114	85.71	14.29	7.02
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	18	75.00	25.00	0.00

2022-23 Career Technical Education Programs

Our mission for building a high-quality Career Technical Education Program (CTE) is to provide all students with an opportunity to experience high-quality CTE programs whereby they acquire the technical, academic, employ ability, social, and decision-making skills to successfully transition into post-secondary training/education and the labor force. We recognize the importance of CTE to be woven into the fabric of our educational system. Due to COVID and changes in our site CTE courses have been difficult to provide. Our Board is aware and gave us some time to focus on getting our CTE course offerings back on track.

Our Administration and School Board highly support CTE. In a period where many schools concentrate only on academics, our administration and board members realize that many of our students become successful in academic programs through their experiences in CTE courses that are aligned with the core academic standards. It is our belief that students are more successful when they can apply their learning to real-world tasks that require critical thinking and problem solving. Many of our CTE programs are aligned with industry, foundation, and State academic standards.

Our mission is to continue to expand and strengthen CTE for all students. Our commitment is to continue to prepare students for life beyond high school in a global economy with rich real-world learning opportunities. This plan will serve as our guidelines in delivering CTE and assure that it is woven into the very fabric of our educational system.
Industry Sectors offered through RBJUHSD:
Agriculture & Natural Resources
Public Services
Engineering & Architecture
Arts, Media & Entertainment
Education, Child Development & Family Services
Hospitality, Tourism & Recreation
Manufacturing & Product Development
Building & Construction Trades

It is essential that CTE teachers have the opportunity to collaborate with our stakeholders, including Job Training Center, business and industry partners, students, parents, and staff in order to effectively plan, implement and evaluate our CTE programs. Our CTE Advisory Committee is the oversight committee for all CTE programs. Living in a rural area, all stakeholders have a unique ownership of our school district and students. We are a true reflection of the "village" in providing the support in order for our students to experience a quality education and career technical experience. Our CTE Advisory Committee is comprised of over 100 stakeholders, all having a vested interest in supporting CTE programs.

When teachers and stakeholders are empowered to work together in a nurturing and supportive environment, collaborative sessions bring synergy where the "whole is truly greater than the sum of its parts". Collaboration in this Standards-based culture also includes CTE teachers meeting with academic teachers to discuss effective methods for teaching core Content Standards with the goal of reducing, or even eliminating, the separation between academic and career technical programs of study and recognizing the value they both bring to one another in order to build a stronger integrated approach to learning.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

It has been a long standing policy of Salisbury High School to give parents an opportunity to be actively involved in their child's education. This process begins with the enrollment meeting when a student first transfers to Salisbury. The parent or guardian is required to attend this meeting with their student, and the Salisbury principal. Others, such as social workers, probation officers, or any other persons directly involved in the care taking and guidance of the student, may also be invited to attend. At the meeting, the principal explains the Salisbury program and shows the parent and pupil sample of the student progress report that will be sent home regularly. The principal encourages the parent to call the school when they have any questions regarding the report. The parent is informed that the school will be calling home whenever the student is not in attendance. All parents agree to support their child and the school in the areas of: (a) attendance, (b) academics, and (c) attitude. The principal periodically asks the faculty for the names of students who are improving or doing exceptionally well and sends home a postcard letting the parents know that their child is being recognized for doing well at school. Additionally, parents are encouraged to participate in Alternative Education Advisory Board meetings, school resource nights, safety meetings, and WASC planning meetings, and to attend any award ceremonies for which their students have qualified. Additional ways parents are informed about school activities are through ParentSquare, social media, the school website and weekly student progress reports.

For more information on how to become involved, contact Wendy Drury, Principal, at (530) 529-8766.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	13.5	9.2	18.3	5.3	3.9	5.2	9.4	7.8	8.2
Graduation Rate	69	87.9	78.5	85.5	93.8	91.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	93	73	78.5
Female	46	37	80.4
Male	46	36	78.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	38	32	84.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	49	38	77.6
English Learners	15	13	86.7
Foster Youth	--	--	--
Homeless	26	20	76.9
Socioeconomically Disadvantaged	89	70	78.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	10	66.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	224	193	164	85.0
Female	85	73	68	93.2
Male	138	119	95	79.8
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	11	9	8	88.9
Asian	1	1	1	100.0
Black or African American	2	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	88	79	65	82.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	8	8	8	100.0
White	111	93	80	86.0
English Learners	30	26	19	73.1
Foster Youth	8	4	4	100.0
Homeless	44	38	34	89.5
Socioeconomically Disadvantaged	187	158	137	86.7
Students Receiving Migrant Education Services	3	2	1	50.0
Students with Disabilities	38	30	29	96.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.91	2.78	5.80	4.30	5.79	4.87	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.21	0.05	0.27	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.8	0
Female	0	0
Male	9.42	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.11	0
English Learners	6.67	0
Foster Youth	0	0
Homeless	6.82	0
Socioeconomically Disadvantaged	6.95	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.26	0

2023-24 School Safety Plan

Salisbury operates under the Red Bluff Joint Union High School District Safety Plan, which requires staff to be trained to maintain a safe and healthy learning environment, to handle hazardous materials, and to be prepared for fires and earthquakes. Faculty and the site administrator supervise the campus grounds and parking area before and after school and during breaks. School staff works to ensure that student needs and concerns are addressed in a timely manner and works to maintain an environment that is free of violence and drugs. Salisbury staff strives to create and maintain a school environment that is safe and inviting, and conducive to student social and emotional growth and learning.

The School Safety Plan was last reviewed, updated, and discussed with the school stakeholders on October 2022. The plan was reviewed as part of the district safety team meeting in January 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	20		2
Mathematics	4	30		
Science	6	25		1
Social Science	8	32	3	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	18	1	
Mathematics	7	19	2	
Science	13	9	1	
Social Science	13	20	4	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	21	1	0
Mathematics	5	30	0	0
Science	7	17	0	0
Social Science	9	16	4	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	129

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,510		$12,510	$84,605
District	N/A	N/A	$12,841	$76,609
Percent Difference - School Site and District	N/A	N/A	-2.6	9.9
State	N/A	N/A	$7,607	$85,804
Percent Difference - School Site and State	N/A	N/A	48.7	-1.4

Fiscal Year 2022-23 Types of Services Funded

Trauma Informed Care
Edgenuity Online Program
Tech Staff Development
Title II—Teacher & Principal Training & Recruiting
Title IV—Safe and Drug Free Schools
CTE
Special Education
School Library Grant
Perkins-Career Technical Programs
Workability I
Drug/Alcohol Intervention/ Prevention Counseling
Elevate Youth Solutions
TCDE Mental Health & TUPE
Empower Tehama Counseling

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,789	$53,824
Mid-Range Teacher Salary	$76,701	$84,312
Highest Teacher Salary	$103,000	$104,930
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$146,299	$148,501
Superintendent Salary	$166,742	$199,596
Percent of Budget for Teacher Salaries	30.92%	28.73%
Percent of Budget for Administrative Salaries	5.65%	5.39%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

A districtwide comprehensive Staff Development Plan is reviewed each year. Input is solicited from individual staff and the Alternative Education Advisory Board members. Special attention is given to schoolwide goals, helping students attain State Standards, our Schoolwide Learner Outcomes (SLOs), and teacher training that helps students prepare for career or college.

Aligned with District and school goals, particular emphasis has been placed on English and mathematics staff development. All English and math teachers have been released and/or grouped on in-service days to align curriculum with State Standards and

Professional Development

testing.

Written reports of progress have been submitted and presented to the school board.

In addition, English and math teachers attend regional conferences. All departments have been given time to collaborate and develop action plans, based on methods supporting assessment programs through their specific curriculum. Teachers work with coaches through our district and Tehama County Department of Education to further align curriculum in the core areas with common core.

Staff has been involved in numerous presentations and activities dealing with multicultural and high risk populations. Many of RBJUHSD's most impressive in-service trainings have been presented by our own faculty. Social emotional learning has become a focus of the district. Administration and staff utilize some Wednesday and Friday afternoons to work on the effects of early childhood trauma and how to improve practices to support students in this population. Data indicates that our student population continues to have increased numbers of students who require additional emotional support to be successful on a daily basis.

Each school year we have three days each year dedicated to staff and professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3		